Transaction of Environmental Studies (EVS) Curriculum in Primary Schools of Himachal Pradesh
Some Lessons Learnt

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and
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Pratichi (India) Trust
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Abstract

For all of us who are working in the field of education, the concern for quality in education is overarching. What comprises of classroom experiences of children is one of our central concerns for exploration and understanding. For children enrolled in primary schools of Himachal Pradesh subjects, namely, English, Hindi, Math and Environmental Studies remain the focus of study in the early critical years.

While teaching and learning of English, Hindi and Math attract scholarly attention, the subject of EVS and associated pedagogy remain understudied. In this light, this paper seeks to carry out an evaluation of Class III EVS textbook being used in government primary schools of Himachal Pradesh. We have developed a detailed format for chapter-wise evaluation of the textbook (the evaluation format has been shared as Annexure A). Our aim is to find out the age and cultural appropriateness of the content, and to understand the reasons as to why it isn’t a popular choice amongst students.

In addition to the textbook evaluation, we prepared a list of questions (included as Annexure B) from various chapters of the EVS textbook, and organized an interactive quiz for children in five selected government primary schools. Overall response from the schools has been fair to good, where most students have been able to provide answers to the questions, but some of the terms and concepts seem unfamiliar to them. This paper thus seeks to identify the gaps and strength in the content, and offer constructive suggestions to enhance the teaching-learning experiences of EVS for primary school children.
Transaction of EVS Curriculum in Primary Schools of Himachal Pradesh: Some Lessons Learnt

Garima Sharma and Rekha Thakur

1. Fundamentals of EVS and the Importance of Learning EVS in Early Years

Human beings have been impacting their environment from times immemorial and in turn have always been impacted by it. Across the globe various cultural practices and traditions are connected to nature, and the overarching influences of environment on the well-being of mankind can hardly be negated. The subject of Environmental Studies (EVS) aims to create awareness about this multi-layered relationship between human beings and their environment; and subsequently the environmental issues that we are facing today because of the negative impact created by our race (National Council for Education Research and Training [NCERT], 2004).

The study of EVS is critical as it aims to inculcate values and attitudes that are essential for maintaining and promoting quality environment for the survival of mankind. Hence, the goal of the subject is to develop a sense of responsibility and eagerness to ensure appropriate measures to solve environmental problems.

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1. This paper has acquired its present form due to the enriching guidance provided by Manabi Majumdar, Kumar Rana, Dilip Ghosh, Sabir Ahamed and Runa Basu. We also deeply acknowledge the cooperation extended by school teachers and children from selected government primary schools of the district of Shimla.

(The United Nations Educational, Scientific and Cultural Organization [UNESCO], 1996).³

In the past few years, EVS has been synonymously used with many other phrases like Environment Education (EE), Education for Sustainable Development (ESD), Environmental Education for Sustainable Development (EESD), and Education for Sustainable Future (ESF) and so on. Although these nomenclatures differ only slightly in their nuances, they are strung together with the common thread of ensuring a consistent commitment to transition in knowledge, attitudes, values and skills that promote protection and conservation of the environment (Ravindranath, 2011)⁴.

The holistic aim of the study of EVS is to bring about a transformation in the cognitive, affective and psychomotor behaviours of children. The transaction of this subject should entail an action-oriented, project centred, and participatory approach (NCERT, 2004)⁵.

Effective transaction of EVS curriculum at school level will ensure the development of self-confidence, positive attitudes and personal commitment towards environmental protection and improvement of the environment. EVS in elementary education is visualized as an integrated subject area which draws upon insights from sciences (physical, chemical and biological), social studies (history, geography, civics) and environmental education (protection and conservation) (NCERT, 2005)⁶. One of the main focuses of EVS is to expose children to the actual world they live in. The learning experiences of EVS help children to explore and connect with their natural and man-made surroundings. Such interactions enhance children’s learning capabilities by providing concrete learning experiences. The idea of linking the concept of local specificity with global thinking is the key to the study of EVS.

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There have been many educational philosophers and thinkers like Pestalozzi, John Dewey, Maria Montessori, Rudolf Steiner, Krishnamurthy, Aurobindo, and Tagore who have reflected on the aims of education as helping a child to develop as a ‘wholesome individual’, cultivating the moral, emotional, physical, psychological, and spiritual dimensions of personality (NCERT, 2004). In essence, they have visualized a ‘holistic’ education. Holistic education aims at helping children to be the ‘most that they can be’, which amounts to development of a child’s intellectual, emotional, social, physical, artistic, creative, and spiritual potentials.

The study of EVS thus is likely to enable children to explore, understand, appreciate, and value their environment, and to enable them to derive meaning and joy of learning by connecting with their immediate environment, the natural world, and their local community. Thus, it is child-centered and focuses on “experiential learning” rather than “teaching” (NCERT, 2005).


The NCF (2005) is the fourth National Curriculum developed by the National Council of Educational Research and Training (NCERT) in India. The other three frameworks were conceptualized in the years 1975, 1988, and 2000; and their central concern has been to ensure learning opportunities for children in an engaging and enriching environment.

It is believed that the learning of EVS in schools has been merely limited to transmitting information that is text-centred. Therefore, the EVS content needs to be thoroughly examined to focus on a conceptual understanding rather than lining up facts to be memorized for examinations. Reiterating the recommendations of ‘Learning Without Burden’ (1993), “emphasis has to be laid on developing concepts and the ability to analyse socio-political realities rather than on the mere retention of information without comprehension”.

The mandates of the NCF thus suggest that the teaching-learning processes in each classroom must address the needs of the students.

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of all children; meaning that the curriculum should be age-appropriate, the classroom environment non-threatening, and the school based assessment and reporting practices should have an encouraging tone. If the learning environment is such then the children would be able to achieve more successfully.

We all realize that children learn EVS when they are exposed to the real situations in their surroundings that help them construct, be aware, appreciate and get sensitized towards the environmental issues (natural, social and cultural) prevailing around. The learning process begins with the child’s immediate environment i.e. self and family in the early classes and then moves further to the wider environment beyond neighbourhood and community at large. NCF-2005 recommends following an integrated and thematic approach- towards teaching-learning of EVS at the primary stage.

Efforts have to be made to avoid giving direct information like definitions and descriptions, as children construct their own knowledge using varied teaching and assessment strategies. However, this requires ensuring their active engagement and participation in learning by exposing them to diverse experiences through a variety of sources within and outside the classrooms. As per the NCF the assessment should be carried out simultaneously, i.e. during teaching-learning and in natural setting. This allows the teachers to identify the learning gaps and modify teaching-learning processes to suit the needs of all children. This would also help to provide timely feedback to the children to improve their future learning. The learning situations need effective participation of children to observe, express, discuss, question, critically think, improvise, analyze and so on.

3. The EVS Curriculum in Himachal Pradesh
As per the recommendations of NCF 2005, the curriculum of EVS has been revised and reorganized in Himachal Pradesh. Formally, the subject of EVS is introduced in HP from Class III onwards. The curriculum has been organized to include contents from both natural sciences and social sciences, and has been termed as EVS I and EVS II in various documents that

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describe the EVS curriculum in HP. Learning at primary stages
must be joyful and activity oriented, hence children need ample
opportunities to explore the environment. The State Quality
Plan\textsuperscript{12} enumerates the following objectives for the study of
EVS:

\textbf{Box 1: Objectives of the EVS Curriculum}

1. To arouse curiosity about the world (natural environment).
2. To engage the child in exploratory and hands-on activities that lead to the
development of basic cognitive and psychomotor skills through language,
observation, recording, differentiation, classification, inference, drawing,
illustrations, design and fabrication, estimation and measurement.
3. To help the child imbibe values of cleanliness, honesty, cooperation,
concern for life
4. To develop language skills-speaking, reading and writing. Learning
through local language/mother tongue is the most natural.
5. To develop awareness about environmental issues like deforestation,
afforestation, green-house effect, global warming and pollution, etc.
6. To train/educate child to locate and comprehend relationship between
social, natural and cultural environment.
7. To make the child inseparable unit of society.
8. To develop a strong feeling towards community living.

Source: The State Quality Plan (2014)-SSA-HP

Keeping in mind the aforementioned objectives, the state
also has some prescriptions about the pedagogical principles
that must be kept in mind for transacting the EVS curriculum\textsuperscript{13}
which have been framed in the light of NCF (2005). It
emphasises on pedagogy that uses methods such as stories,
poems, plays and other kinds of group activities. It further lays
out that the concern for environment and inculcation of related
values can be promoted through activities such as planting of
seeds, protecting trees, not wasting water, etc. The practices
relating to health, hygiene and social interactions are best taught
by example rather than through recitations from a text book.

The state quality plan also suggests that assessment should
be based on observations on the part of teachers about

\textsuperscript{12} SSA-HP. (2014). The State Quality Plan. Shimla: SSA-HP
\textsuperscript{13} SSA-HP. (2014). Revisiting Pedagogy and Evaluation for Primary
Grades. Shimla: SSA-HP
various aspects like language, comprehension, reading ability, articulation, ability to work with hands and in groups, skills of observation, classification, drawing etc. Overall the atmosphere of the classroom should be warm and encouraging that allows children to interact and respond freely with their peers and teachers. Keeping these pedagogical and assessment directives in view the state expects the following learning outcomes for students at the end of primary school cycle, as provided in Box 2

Box 2: Learning Outcomes Expected at the End of Primary School Cycle

1. Human values like trust, mutual respect for diversity, equality, justice, dignity, thinking independently, etc. are within the approach of students.

2. Understanding based on observation and illustration rather than abstraction.

3. Locate and comprehend the relationship between natural and social environment, natural diversity and socio-cultural diversity.

4. Plurality of approaches to understand a given phenomenon.

5. Skills of observation, identification and classification have been developed in the students.

6. Holistic understanding of the environment.

7. Sensitive to social issues like poverty, child-labour, illiteracy, caste and class inequalities, etc.

8. To expand vocabulary.

9. To help the learner expand their knowledge of the topic.


4. An Evaluation of Class III EVS Textbook

The authorship and the publication responsibility of the Class III EVS textbook were credited to the Himachal Pradesh Board of School Education, which has its head office in Dharamshala located in district Kangra. The textbook was priced at rupees
30. The year of publication and last revision for the textbook was done in the year 2014. The book contains a total of 20 chapters which are distributed across 85 pages in the textbook. The length of each chapter varies between three to eight pages.

4.1 **Content layout and learning objectives**

Assessing the content of various chapters, we identified eight key themes that run across various chapters.

The themes include:

(i) The immediate environment  
(ii) The extended environment  
(iii) Nature and its beings  
(iv) Food and related specialities  
(v) Importance of water and its conservation  
(vi) Soil and its types  
(vii) Means of communication

The first theme on *immediate environment* covers chapters that familiarize children with structure of their own families, the families of their friends, neighbours and so on. It also includes lessons where children will reflect on their own houses, materials they are made of, festivals celebrated, and ways and means by which the house is decorated, and what work is done by whom.

Three chapters broadly deal with the second theme on the *extended environment*. Under this particular theme the goal is to acquaint children with their nearby surroundings, places they visit during vacations, professions of people around them, the village *panchayat* system, games they play at school and rules which are followed and so on. In some chapters we have found that the theme on larger environment has been clubbed with themes like *food* (where children will know about the food specialities of different districts) and *nature* (where, for example, children learn about migratory birds) and so on. As part of this theme children will also be introduced to the concept of left and right side, and how it can be used to map directions.

Of all the themes identified, the maximum weightage (five chapters) has been given to the theme on *nature and its beings*. The aim is to inculcate values in children whereby they will learn to appreciate nature and its various manifestations. This includes lessons on different kinds of plants, the diversities in their leaves, flowers and so on. Also there are chapters that introduce different animals to children based on their habitats and food habits, birds and their feeding and migration patterns and insects and their peculiarities.
The next theme on food is covered under two chapters and has varied learning objectives. The purpose is to familiarize children with various sources of foods, consumption pattern based on local geographies, foods prepared during special occasions and utensils used in preparation of various foods. This is followed by two chapters dedicated to the theme: water. As a critical topic of concern this theme encompasses aspects like sources of water, water scarcity and its conservation.

Thereafter the theme (addressed in only one chapter) on soil aims to introduce children with different types of soils, their classification, its properties and the concept of soil erosion. The last theme on communication, discussed under two chapters, acquaints children with different forms of communication. Significant focus under this theme has been on letters and post cards sent via postal services. One of the chapters under this theme is all about communicating through gestures.

4.2 Age-appropriateness of the Content

By and large the content of the book is age-appropriate for children in the age group of seven to eight years. Children are expected to learn and know about their own families, neighbourhood, plants, animals, birds, insects, food, water, soil and communication. The content moves smoothly during the first thirteen chapters, but in the later chapters the content is a bit disaggregated, and moves from one segment to the other and returns back to a previous segment. For example from the theme on extended environment (chapters titled ‘Aas-paas’ [Neighbourhood], ‘Pihu ka Ghar’ [Pihu’s House], the next chapter focuses on the theme of communication (chapter name: ‘Chupke-chupke’ [Quietly]), and then returns back to the theme of extended environment (chapter name: ‘Padhai, Khel aur Hum’ [Studies, Games and Us]. It will be difficult for children to understand these sudden transitions. Further, the logic for such distribution is not very clear.

Apart from that, out of the 20 chapters in the textbook, we identified 13 chapters that have some sections which will be difficult for children to understand. Sharing examples from a few chapters: in the very first chapter, a long paragraph tries to explain a set of extended family relationships. Similarly, in one of the chapters children are expected to understand the concept of migration, and learn about migratory birds in different districts of Himachal Pradesh. In yet another chapter children are expected to know about different food items prepared
Some Lessons Learnt during ‘dhams’ (festive meals) of various districts. This may be a bit of information overload for young children, where they are expected to memorize facts without making any connections.

Interestingly, in one of the chapters children are expected to reflect on social issues and concerns like importance of educating the girl child, and what the repercussions of denying her right to education are. Gender sensitization begins from an early age, and this segment possibly aims to promote this goal.

4.3 The Use of Visuals and Illustrations

Almost every chapter in the book includes some illustrations. Sharing a few examples, there are pictures of different animals in the background of jungle, sources of food, rangoli art, people following different occupations and so on. However as the printing quality is low, most of the visuals are not very appealing and do not offer the kind of learning value they are intended to have. To showcase this point, we have included a few images from the textbook.

The first picture in figure 1 shows the series of steps used in preparing mud utensils. The second picture shows the sources of food. It is evident that both these images have very poor resolution due to low print quality. Images and illustrations can contribute significantly in enhancing interest and understanding of students about various topics related to EVS. Thus, the lack of desirable print quality leaves a lacuna in the learning experience of children.

Figure 1. Few Examples of Pictures Used in Class III EVS Textbook

Another aspect of concern is that some of the illustrations used are far from representing the local-cultural reality of students. Figure 2 illustrates this point.
4.4 Exposure to New Words, Ideas and Activities

In the course of the 20 chapters (included in the EVS textbook of Class III), as per our analyses children will learn about 45 new words. These include technical, and Sanskritized, words like ‘sthalechar’ (terrestrial animals), ‘ubhaychar’ (amphibians), ‘sarvahari’ (omnivorous) to other descriptive words like ‘paramparagat’ (traditional), ‘vaartalaap’ (oral communication), ‘priyajan’ (dear-ones) to share a few examples.

Apart from learning new words, children are also exposed to a set of 25 new activities. These include activities such as mapping relationships within a family on a family tree, leaf painting, making clay toys, interviewing people in the villages to gain insights about their occupations, making a collection of songs related to water, writing slogans, conducting role plays and so on.

A rich variety and exposure to activities have been included in the textbook. To substantiate this point, we will share a few examples. In one of the chapters where children are expected to learn about animals and their food consumption pattern, they are asked to categorize all their classmates into herbivores, carnivores and omnivores. In another activity, children are
expected to reflect on their developmental changes from infancy to present day. These activities are quite enriching; however, their learning value and impact will be greatly determined by the teacher, who lies at the heart of the transaction of the curriculum.

4.5 Usefulness of the Exercises Stated at the End of Each Chapter

Every chapter has some questions and exercises at the end, which aim at recapitulating what has been learnt. The length of these exercises varied from about half a page to one and a half pages. Almost every chapter includes questions that are innovative and will invoke the curiosity of children. The exercises stated at the end of the textbook, focus on the skills of reading, writing, articulation, reasoning, application, enlisting, categorizing, sorting, summarizing and consolidating. A few examples of some interesting exercises have been shared in Figure 3.

In addition to the exercises stated at the end of the chapter, during the course of evaluating the textbook we felt the need to suggest a few activities that will supplement the learning value of each chapter. We tried to include activities that would encourage teachers and children to use their locally available resources. These have been shared in the following Table (Table 1) as ‘Glossary of Suggested Activities’.
## Table 1. Glossary of Suggested Activities

<table>
<thead>
<tr>
<th>Key Themes</th>
<th>Thematic Distribution of Lessons</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Immediate Environment</td>
<td>Mera Parivar</td>
<td>(i) Ask students to interview their family members about the work they do and share experiences in class</td>
</tr>
<tr>
<td></td>
<td>Yeh Tera Ghar yeh Mera Ghar</td>
<td>(ii) Encourage children to get photographs of family members to class, and describe the work they do, family relationships, family history and how festivals/special occasions are celebrated within the family.</td>
</tr>
<tr>
<td></td>
<td>Pihu Ka Ghar</td>
<td>(iii) Suggest children to collect waste boxes of match sticks or any other empty cartons (like shoe boxes, soap cartons, packaging materials etc) and use them to make houses, sheds, school building and so on.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iv) Organize nature walks, visits to zoo/aviaries at regular intervals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(v) Grow a plant in school garden by involving children and help them observe the process of growth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(vi) Encourage children to collect leaves of different shapes and sizes and prepare a scrap-book which describes the speciality of leaves and their peculiar features.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(vii) Assist the children to draw their favourite animals/birds/insects and make stick puppets. Using these stick puppets children can create stories.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(viii) Enable children to prepare checklists on various themes related to animals, for example: the ways in which animals support us (agriculture, milk production, poultry and so on)</td>
</tr>
<tr>
<td>2. Extended Environment</td>
<td>Aas Paas</td>
<td>(i) Talk about their own profession, and can discuss with children about their own motivation and reasons for becoming a teacher.</td>
</tr>
<tr>
<td></td>
<td>Socho Agar Na Hota</td>
<td>(ii) Ask children to write a small essay on what they would like to take up for work when they grow up and why. They can also draw their pictures doing that work.</td>
</tr>
<tr>
<td></td>
<td>Chupke Chupke</td>
<td>(iii) Play together with children and pretend to be riding a bus, which moves from left to right, forward, backward to reinforce the concept of directionality.</td>
</tr>
<tr>
<td></td>
<td>Padhai Khel Aur Hum</td>
<td>(iv) Generate a class discussion to understand the perspective of children on various social issues; like: why some children remain out of school, despite the free schooling provided by government and so on.</td>
</tr>
<tr>
<td></td>
<td>Pattey kitne Pyare Pyare</td>
<td>(ii) Grow a plant in school garden by involving children and help them observe the process of growth.</td>
</tr>
<tr>
<td></td>
<td>Jaanwaron ki Duniya</td>
<td>(iii) Encourage children to collect leaves of different shapes and sizes and prepare a scrap-book which describes the speciality of leaves and their peculiar features.</td>
</tr>
<tr>
<td></td>
<td>Aakash ke Parindey</td>
<td>(iv) Assist the children to draw their favourite animals/birds/insects and make stick puppets. Using these stick puppets children can create stories.</td>
</tr>
<tr>
<td></td>
<td>Mere Chahe Unchahe Dost</td>
<td>(v) Enable children to prepare checklists on various themes related to animals, for example: the ways in which animals support us (agriculture, milk production, poultry and so on)</td>
</tr>
</tbody>
</table>
### Some Lessons Learnt

**4. Food and Related Specialties**

<table>
<thead>
<tr>
<th>Kya Kya Khaun</th>
<th>Khana Khazana</th>
</tr>
</thead>
<tbody>
<tr>
<td>(vi) Encourage children to share their experiences and stories of their encounters with various insects/animals.</td>
<td>(i) Encourage children to make a list of foods they eat daily/weekly at breakfast, lunch and dinner and their sources.</td>
</tr>
<tr>
<td>(ii) Ask their students to make rhymes and songs about their favourite foods.</td>
<td></td>
</tr>
</tbody>
</table>

**5. Importance of Water**

<table>
<thead>
<tr>
<th>Suno Kahani</th>
<th>Paani Ki</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Share with students clippings/articles from newspapers and magazines (and even library books, if available) that discuss the problems of scarcity of water and ways and methods of economizing the use of water.</td>
<td></td>
</tr>
<tr>
<td>(ii) Collect various samples of water from different sources and have experiments and discussions about quality and purity of water.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paani Ka Mol</th>
<th>Paani hai toh Jeewan Hai</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Organize a visit to the mason’s house, where utensils are made.</td>
<td></td>
</tr>
<tr>
<td>(ii) Make a colour wheel along with students and help them learn about primary, secondary and tertiary colours too.</td>
<td></td>
</tr>
</tbody>
</table>

**6. Soil and its Types**

<table>
<thead>
<tr>
<th>Mitti Ke Rang aur Khel</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Collect different types of stamps with the help of students and can create a class collage.</td>
</tr>
<tr>
<td>(ii) Invite the postman to school for one day, where he can share his work experiences with students.</td>
</tr>
</tbody>
</table>

**7. Means of Communication**

<table>
<thead>
<tr>
<th>Chupke Chupke Sandesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Collect different types of stamps with the help of students and can create a class collage.</td>
</tr>
</tbody>
</table>

### 5. Conclusion and Recommendations

While planning the transaction of EVS lessons for primary graders, the following set of principles must be kept in mind. Each child has an innate capacity to learn about things owing to the experiences and the information available to him/her. The child constructs new meanings based on previous knowledge and builds upon his/her understanding. Also, all the children do not learn in a uniform manner. However, children’s unique ways of thinking and learning can become an opportunity as a learning resource in a classroom. Different children’s experiences can serve as the beginning to explore multiple facets of ideas in the lesson. Thus sharing ideas and insights amongst peers provide for rich scaffolding opportunities, rather than arriving at a single right answer. Keeping these philosophical underpinnings in mind a few recommendations for transaction of EVS curriculum have been discussed in the following paragraphs.
First of all, each child is unique and has varied capabilities and limitations. Hence children learn and progress at different pace and style. Some children learn best visually, some others by describing and observing, yet others by questioning; therefore opportunities need to be given accordingly and children must be given an exposure to a variety of situations. The most crucial aspect is active participation of children, where they are able to use their local environment as a learning resource, and are successfully able to relate their local knowledge with the knowledge being imparted at school.

Secondly, other than the textbook various resources need to be identified and utilized for the transaction of EVS curriculum. To widen the mental horizon of students, teachers need to go beyond the classroom and the textbook. Third, it is a well observed fact that visuals and illustrations play a major role in learning of EVS. Examining and going through the pictures and illustration not only provides joy of exploring the writing material, but it also develops critical thinking and analyzing skills. The visuals also aid in supplementing the text to reduce the content load. Picture reading activities in group with peers improve social interaction and provide more opportunities for construction of knowledge. Thus ensuring good quality of print is imperative. Illustrations and visuals need to be suitably adapted for children with visual difficulties.

The fourth principle that must be borne in mind is that EVS learning must find suitable ways to sensitize the children to the wide differences and discrimination that exist within our society relating to gender, children from marginalized groups, and differently able children, and the elderly and the sick. The fifth principle is well known, that children enjoy and learn more with hands-on activities like creating materials with locally available resources, drawing pictures of their choice, art and

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craft activities and so on. Children respond with enthusiasm when their creative ventures are appreciated rather than being rejected or left unnoticed, as unimportant by elders.

Lastly, the difference of opinions and varied perspectives enrich the learning process and add quality to what is learnt. Since learning and understanding do not take place in a linear way, children’s distant memories and past experiences also add to the process of making sense of things. To facilitate a more meaningful learning, it is essential that teachers/elders encourage the children to make critical analysis of their prior work/knowledge and then move on to the new concepts to be learnt.\(^\text{21}\).

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\(^{21}\) Ibid.
Annexure A

ACADEMIC BOOK REVIEW

1. TITLE OF THE BOOK
   (i) Author(s):
   (ii) Year:
   (iii) Publishers:
   (iv) Place of Publication:
   (v) Price:
   (vi) Total no. of pages:

2. CONTENT LAYOUT
   (i) Number of chapters:
   (ii) Number of pages in each chapter:

3. CONTENT ANALYSIS
   (i) Chapter Number:
   (ii) Title of the Chapter:
   (iii) Number of pages:
   (iv) Provide a brief description of the chapter: (4-5 lines summary of the chapter, highlight the learning objective of the chapter)
   (v) List of all the difficult words:
   (vi) Which parts of the chapter will be difficult for a child to understand (exact lines to be quoted) and why?
   (vii) What are the interesting parts of the chapter? And what makes them interesting?
   (viii) How appropriate are the illustrations used in this chapter?
   (ix) Provide a description of the exercises mentioned at the end of the chapter.

4. ANALYTICAL SECTION
   (Try to answer these questions)
   (i) Is the book age-appropriate? Will a 7 or 8 year old child in your village be able to relate to the content of the chapter? Please give reasons in support of your answer.
   (ii) In what ways can we make the chapter more interesting for the child? Please suggest some ideas.
   (iii) Were the exercises stated at the end of the chapter useful? Please give reasons for your analysis.
   (iv) Suggest one or two activities that the teacher can carry out with students to enhance understanding of this particular chapter.
QUESTIONS COMPILED FOR INTERACTIVE QUIZ

a. What do you understand by the term environment?

b. Can you tell me about your family?

c. What are some of the things that you get from plants?

d. Do you know the term: terrestrial, aquatic, amphibians, carnivorous, herbivorous, omnivorous etc?

e. Which animals live in the forest?

f. Tell the name of some pet animals?

g. From where do you get water? Is it necessary that water should be kept clean?

h. From where do you collect the water?

i. What is the state animal of Himachal Pradesh?

j. What is the main food of the people situated around the sea shores?

k. Have you observed the red, green, and brown mark on food packets? What does it mean?

l. Why do we need to store the water?

m. Why do you think the animals come into town or field?

n. In your village do you have any traditions related to water?

o. Can you build your home everywhere?

p. Tell:
   - Insect which we see at night?
   - Farmer’s friend insect?
   - Farmer’s enemy insect?
   - Insect which gives us honey

q. What do you do if a mosquito bites you?

r. Name those insects that bite us?

Food which we get from plants and animals?
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